

**LEARNING STRATEGIES USED BY ENGLISH LANGUAGE
EDUCATION PROGRAM'S STUDENTS**

THESIS

Submitted in Partial Fulfillment
Of the Requirements for the Degree of
Sarjana Pendidikan



Femylinda Ngailo
112011083

**ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF LANGUAGE AND ARTS
UNIVERSITAS KRISTEN SATYA WACANA
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Femylinda Ngailo
112011083

Approved by:


Athriyana S. Pattiwael, M. Hum.

Supervisor


Rindang Widiningrum, M. Hum.

Examiner



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Saya yang bertanda tangan di bawah ini:

Nama : Femy Linda Ngailo
NIM : 112011083 Email : 112011083@student.uksw.edu
Fakultas : Bahasa dan Seni Program Studi : Pendidikan Bahasa Inggris
Judul tugas akhir : LEARNING STRATEGIES USED BY ENGLISH LANGUAGE EDUCATION
PROGRAM'S STUDENTS
Pembimbing : 1. Athriyana S. Pattiwael, M. Hum.
2. Rindang Widiningrum, M. Hum.

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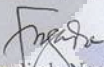
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Thesis Supervisor


Athriyana S. Pattiwael, M. Hum.

Thesis Examiner


Rindang Widiningrum, M. Hum.



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UNIVERSITAS KRISTEN SATYA
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Saya yang bertanda tangan di bawah ini:

Nama : Femylinda Ngailo
NIM : 112011083 Email : 112011083@student.uksw.edu
Fakultas : Bahasa dan Seni Program Studi : Pendidikan Bahasa Inggris
Judul tugas akhir : LEARNING STRATEGIES USED BY ENGLISH LANGUAGE EDUCATION
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Pembimbing I

Rindang Widiningrum, M. Hum
Pembimbing II

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INTRODUCTION

Being a part of this modern era where English has become epidemic and spreads almost all over the world, makes people have to learn English. This fact influences people worldwide to have to learn English including students of English Language Education Program of Universitas Kristen Satya Wacana (UKSW). In Indonesia English is considered as a foreign language because it is rarely used in daily life. Being able to speak a foreign language is important for some people because it will help them to interact with others. Furthermore, this ability will provide the speakers to have wider connection in order to guarantee them to get a better job in the future.

Learning English as a foreign language is actually challenging for many people. In learning English, there are some common skills that they have to master, such as listening, speaking, reading, and writing. In order to learn English successfully, students need to have their own learning strategies. Learning strategies are important because they have strong impact on learning process. They are main factors that help learners to establish their skills and to determine how well they learn a second or foreign language. According to Oxford (1990), the definition of a second language is “a language studied in a setting where that language is the main vehicle of everyday communication and where abundant input exists in that language”. She also describes the definition of a foreign language as “a language studied in an environment where it is not the primary vehicle for daily interaction and where input in that language is restricted”.

When students enter English Language Education Program (ELEP), they are likely to experience culture shock. Culture shock can be described as moving to meet a new environment with unfamiliar culture (Keller, 2014). In this case culture shock happens because the majority of the courses use English as the medium of instruction. That is one thing that they have to face as ELEP's students. Besides that, learning

English seems to be more challenging as the fact that it is rarely used in their daily life. It can be predicted that, students have to search their own learning strategies to make them capable to survive in ELEP.

Numerous studies showed how learners' strategies influence their language learning. Studies conducted by Hsu & Huang (2004), Kung (2003), Lin, (2001), and Su (2003) who focused their studies on Taiwanese elementary school EFL students are the examples of how important students learning strategies are. Hsu and Huang (2003) examined 163 sixth graders' language learning strategies used and its 5 relationships with gender and personality traits. Kung (2003) investigated 172 EFL elementary school students' vocabulary learning strategies and the relationship between those strategies and their overall English proficiency. Lin's (2001) case study explored vocabulary learning strategies applied by seven elementary school students, while Su (2003) focused on language learning strategies used by 932 fifth and sixth grade students and their language learning experience. To find out whether the Taiwanese elementary school EFL students need learning strategies, those researchers used questionnaire, performance task, and interview to find out the results. The studies showed that Taiwanese elementary school can be successful in learning English when they have their own learning strategies.

Other researchers also investigated the important of learning strategies of learners who are successfully to learn English. Gavriilidou and Papanis (2010) examined 177 university students whether the influence of having learning strategies can help them to be successful in English or not. The researchers used questionnaire to identify the answer and the result confirmed that university students learn in a high degree because of learning strategies that they have.

The writer's focus in this study is learning strategies used by the first year students of 2014 of English Language Education Program. The research questions that lead this study are :

1. What are the four language skills related problems faced by the first year students of English Language Education Program?
2. What are the learning strategies used by the first year students of English Language Education Program?

The purpose of this study is to find out the problems encountered by the first year students of English Language Education Program and to analyze the learning strategies they utilized in learning English.

This study is important to be conducted because the results would be beneficial for the students. First, the results would inform the students of the strategies they can use to help them facing their learning difficulties. Second, students will be able to fit which strategies that they need. Third, by knowing these learning strategies, it will assist them to easily adapt the learning process, so that they can become independent in their own learning. Additionally, it will become a reflection for teachers about their own teaching by identifying learning strategies that students usually employ in their English learning process.

LITERATURE REVIEW

A. Students' Problems in Learning English

Learning foreign language is not easy. There are some rules, structures, and language styles that are different from their first languages. The differences between foreign language and first language can cause some problems in language learning.

Language learning problems are indeed the parts of learning process. Students can find problems during their foreign language learning period. However, problems can also help students to enhance their language skills. In this study, the researcher will discuss each of language skills. The first language skill is listening. The second skill is speaking. The third language skill is reading and the last language skill is writing.

The first language skill is listening. Listening is an activity of paying attention to and effort to get meaning from something that the human hear. Rost (1994) emphasizes that listening ability is important. He also gives further explanation about why listening is important. It is because “listening is a vital language learning process to provide input for learners”. According to Henrichsen (1984) and Matter (1989) in his book entitled “A cognitive perspective on language learners' listening comprehension problems” underline that phonological features cause the learning problem in listening class. While other researchers, such as Markham and Latham (1987), Long (1990), and Chiang and Dunkel (1992) view that learning problems happen because of the lacks of background knowledge from the students about the material that their teachers give to them in the learning process. There are some factors that support the learning difficulties in listening class like the text structure and syntax, lack of interest and motivation from the students also influence to exposure the listening skills.

The second language skill is speaking. Speaking can be defined as a circular process by which one person tries to influence the knowledge, attitude, and conduct to other people (Minnick, 1979). To major speaking skills is not easy because in speaking there are many problems that the students encountered in their speaking development. Evans and Green (2007) find that the problems in speaking skill are particularly grammar, fluency and pronunciation. In line with Evan and Green, Mukattash (1983) mentions that students have some problems in speaking skills because they usually face

some basic errors in pronunciation, spelling, morphology and syntax during their learning process. Linked to those theories, Ur (1996), point out that there are many factors that cause difficulty in speaking, and it happens because of firstly, *inhibition* means that students are worried about making mistakes, fearful of criticism, or simply shy. Secondly, *nothing to say* means that students have no motive to express themselves. Thirdly, *low or uneven participation* implies that only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while others speak very little or not at all. Fourthly, *mother-tongue use* indicates that learners who share the same mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking in their mother tongue.

The third language skill is reading. Reading is an important activity to get global information in learning a foreign language. According to Finocchiaro (1974), reading is a process to get meaning from printed or written text by the reader. It implies that reading is a result of interaction between the students and the paper. There are some factors which support the learning problems in mastering reading skill, such as lack of prior knowledge in language system. It can bother the students' vocabulary in learning English (Kustaryo, 1988). In addition, Baker (1989) stated that reading problems occur because of lack of concentration. It means that lack of concentration may affect the students' comprehension in reading a text. Another researcher found that motivation can be very useful for the students to develop their reading skill since it will create their reading more focused (Wallace, 1980).

The last language skill is writing. Writing is also one of the important skills in learning English. White (1986) proposes that "writing is a public discourse and for that reason it should be worthwhile, well organized, and sufficiently developed to accomplish its intended purpose, clearly and effectively written". Weirs (1988)

confirms that there are some factors which make writing become difficult. Those factors are high frequency of grammatical errors, lack of variety in grammatical structures employed, the use of inappropriate vocabulary, the use of inappropriate grammatical structures, limited range of vocabulary, inadequate understanding of the topic, poor spelling, poor punctuation etc. In line with Weirs (1998), Al-Khairi (2013) in his study mention that the participants of the study affirmed that their major problems in doing writing such as grammatical errors, the inappropriate choice of vocabulary, irregular verbs, and incorrect punctuation and spelling. These factors make students encountered problem in their writing process.

B. Defining Learning Strategies

EFL students find that learning English is not easy because they face many problems, such as improving their listening, speaking, reading, and writing skills, etc. It is believed that the problems happened because EFL students do not use their language learning strategies appropriately.

Several researchers have studied what learning strategies are and how they have big influence in the learning process. According to Chamot and O'Malley (1994), learning strategies can be described within the cognitive model of learning. The cognitive model of learning shows that learning is an active, dynamic process in which learners pick up the information from their circumstance, arrange the information, relate it to what they previously know, hold up what they consider to be important, apply the information in appropriate contexts, and draw on the success of their learning efforts.

The theory of learning strategies is also supported by Oxford and Crookall (1989). Oxford (1990) states that learning strategies refers to techniques, behavior, actions, thought processes, problem solving, or study skills used by the

learner to make learning easier, faster, more self-directed, more efficient, and more transferable to a new situation. This enables more independent, self-directed and constant learning (Allwright, 1990 as cited in Ehrman et al. 2003). Cohen (1998) also proposes that learning strategies are “those processes which the learners selected consciously and which may result in action taken to improve the learning of a second or foreign language, throughout the storage, memory, recall, and application of information about that language”. Another similar definition is from Wenden’s (1987) statement. He draws about learner strategies refers to “language learning behaviours learners actually engage in to learn and regulate the learning of a second language what they know about the strategies they use and what they know about aspects of their language learning other than the strategies they use”.

C. The Importance of Learning Strategies

Language learning strategies are the important tools for students to approach tasks or problems that they face during their process of learning. Dickinson (1987) points out that learning strategies is seen particularly important in the enhancement of learners’ independence, because the use of adoption of appropriate strategies allows learners to take more responsibility for their own learning. Chamot (1990), as cited in Peacock and Ho (2003), also describes that learning strategies are important because they might let the students gain the process in language learning, and might help them overcome the difficulties. Linked to those theories, Lessard-Clouston (1997) addresses that language learning strategies contribute to the development of the communicative competence of the students and those are used to refer to all strategies foreign language learners use in learning the target language and communication strategies. From those

theories it can be summarized that having learning strategies is important because it can help learners to build up and improve their language skills in a better way.

D. The Contribution of Learning Strategies to Learning English.

Many researchers have identified numerous relations between the use of language learning strategies and proficiency in the target language. In light of this significant association between learning strategies use and positive learning outcomes, it is surprising that students who commonly employ learning strategies enjoy a high level of self-efficacy that is a perception of being successful as learners (Bandura, 1997; Zimmerman & Pons, 1986). In an investigation by Nunan (1991), effective learners differed from ineffective learners in their greater ability to reflect on and articulate their own language learning processes. Some results have been reported on the use of learning strategies have a big effects in learning English such as Lai (2009) underlines that more proficient learners used more learning strategies. Wenden (1986) reports that less successful learners used fewer strategies less frequently, while Chen (1990) shows that low achievers used more learning strategies compared with high achievers. Bialystok (1981) founds positive effects of the functional practice strategy on second language proficiency.

Most of them assert that more proficient learners appear to use learning strategies more frequently than learners who are less proficient. The successful learners also reported that having a systematic plan in class like the use of learning strategies will help them easy to understand the material in learning English. Therefore, the researcher can draw conclusion that by having learning strategies, students will know their weaknesses, strengths, and it will help them to be able to search their own learning goals. It also will make them better in their learning process.

E. Types of Learning Strategies by Oxford (1990)

Students learn differently so there are many different styles of learning. To make students learn better, they have to search for their own learning strategies. Based on Oxford (1990), types of learning strategies are divided into six:

Cognitive strategies enable the learner to manipulate the language material in direct ways, e.g., through reasoning, analysis, highlighting, taking notes, synthesizing, summarizing, repeating, getting the idea quickly, outlining, reorganizing information to develop stronger schemas (knowledge structures), practicing in naturalistic settings, using resources, practicing structures and sounds formally.

Metacognitive strategies (e.g., identifying one's own learning style preferences and needs, planning for an L2 task, arranging a study space and a schedule, checking mistakes and evaluating task success, gathering and organizing materials and evaluating the success of any type of learning strategies) are employed for managing the learning process overall. Among native English speakers learning foreign languages, Purpura (1999) finds that metacognitive strategies had "A good significant, beneficial, direct control on cognitive strategy use, providing clear information that metacognitive strategies use has an executive function over cognitive strategies use in task completion" (p.61). For example: linking new information with previously known one, looking for practice opportunities, and personality monitoring.

Memory strategies help learners link one L2 item or concept with another but don't necessarily involve deep understanding. Kinds of memory-related strategies enable learners to learn and retrieve information in an orderly string (e.g., acronyms), while other techniques create learning and retrieval via sounds (e.g., rhyming), images (e.g., a mental picture of the word itself or the meaning of the word), a combination of sounds and images (e.g., the keyword method), body movement (e.g., total physical

response), mechanical means(e.g., flashcards), or location (e.g., on a page or blackboard) (see Oxford, 1990 for details and multiple examples). For example: representing, grouping, sounds in memory, using total physical response, and structured reviewing.

Compensatory strategies (e.g., guessing from the context in listening and reading; using synonyms and “talking around” the missing word to aid speaking and writing; and strictly for speaking, using clues, using bodily or pause words) help the learner make up for missing knowledge. Cohen (1998) asserted that compensatory strategies that are used for speaking and writing (often known as a form of communication strategies) are intended only for language use and must not be considered to be language learning strategies.

Affective strategies, such as identifying one’s mood and worry level, talking about students feelings, give a reward for oneself for a good performance, and using deep breathing or come in useful selftalk, have been proved to be significantly related to L2 proficiency in research by Dreyer and Oxford (1996) among South African EFL learners and by Oxford and Ehrman (1995) among native English speakers learning foreign languages.

Social strategies (e.g., asking some questions to get verification as the evidence from others, asking for clarification of a confusing point, asking for help in doing a language task like asking help from friends, talking with a native-speaking conversation partner, and exploring cultural and social norms) help the learners to work with others and understand the target culture as well as the language and by doing this we can develop our cultural understanding and become aware of others’ thoughts and feeling.

METHODOLOGY

A. Context of the Study

This study was conducted in English Language Education Program in Faculty of Language and Arts of Universitas Kristen Satya Wacana (UKSW) Salatiga, especially with the first year students (2014). Faculty of Language and Arts is one of the faculties in Satya Wacana Christian University which has three study programs: English Language Education Program, English Literature Program and Arts Program. To make more specific the researcher chose English Language Education Program as the context of the study because this study program uses English as their medium instructional in the teaching and learning process beside English Literature Program.

B. Participants of the Study

The participants of this research were the first year students of English Language Education Program (ELEP) of Universitas Kristen Satya Wacana (UKSW), Salatiga. The researcher chose the first year students of ELEP because this is the first time for the students to get the intensive material in English as form of instructional medium in the university, especially in ELEP. It means that this is a difficult time for the students to understand the material in English since they are still in the stage of alteration from senior high school students into college students and also because English in Indonesia play as a foreign language not as their mother tongue .

The researcher selected 75 students of the first years of English Language Education Program (2014) by using random sampling technique since there are no specific criteria to choose those 75 students except they are standing as the first year students of ELEP. Those 75 students were chosen because they might represent the

problems and the learning strategies that are used by 119 students of English Language Education Program in the Faculty of Language and Arts.

C. Instrument of Data Collection

In order to obtain the data from the students, the researcher used two questionnaires to answer the study. The first questionnaire is used to answer what are the four language skills related problems faced by the first year students of English Language Education Program? And the second questionnaire is used to answer what are the learning strategies which are used by the first year students of English Language Education Program.

The first questionnaire was adapted based on the questionnaire from Pawapatcharandom (2007). The second questionnaire was adopted based on Oxford's Strategy Inventory for Language Learning (SILL, Version 7.0, 1989) and the background information of the questionnaire was added by the writer in order to understand the subjects' demographic information and self-perceived English proficiency. The first questionnaire consisted of 34 statements and was divided into four skills (listening, speaking, reading and writing) and there were 50 statements in the second questionnaire which were categorized into six learning strategies (memory, cognitive, compensation, metacognitive, affective and social strategies). Each choice had a scale from 1 to 5. The participants were asked to choose one from five options to fulfill the questionnaire. The complete questionnaire is attached in the appendix.

D. Procedure of Data Collection

Before distributing the questionnaire, the researcher firstly, met the students and asked for their time to fulfill the questionnaire. Secondly, the researcher prepared and

gave the questionnaire to the students. Thirdly, the students were given enough time to fulfill the questionnaire. Fourthly, the students were asked to return the questionnaires. After the entire questionnaires were returned the data began to be analyzed by the researcher.

E. Data Analysis Procedure

After all the data had been collected using questionnaire then the writer analyzed and combined the data. The researcher classified the problems that the students faced using Pawapatcharadom's (2007) framework and also the researcher classified the learning strategies that they use in learning English based on Oxford's (1990) framework. At the end, the researcher drew a conclusion according to the result of the analysis.

FINDINGS AND DISCUSSION

This part shows the findings of the study which have been collected by the researcher with 75 questionnaires from the students of English Language Education Program (ELEP) of Universitas Kristen Satya Wacana (UKSW). The data were gathered to answer these two research questions 1) What are the four language skills related problems faced by the first year students of English Language Education Program? 2) What are the learning strategies used by first year students of English Language Education Program?

The main findings are divided into sub two parts namely problems faced by the participants and learning strategies used by the participants.

Language Skills-Related Problems Faced By English Language Education Program's Students.

From the first questionnaire adopted from Pawapatcharaudom (2007), the researcher found some problems faced by 75 students of 2014 which might obstruct them in learning English . Some main findings of the problems are separated into four skills namely listening, speaking, reading and writing.

Learning Problems in Listening Activity

Listening is the ability to receive and interpret message in the communication process and become one of the keys to all effective communication. Therefore, without having the ability to listen effectively the message will be easily misunderstood by students.

The finding related to what problems the participants faced in their listening activities is presented in the chart below.

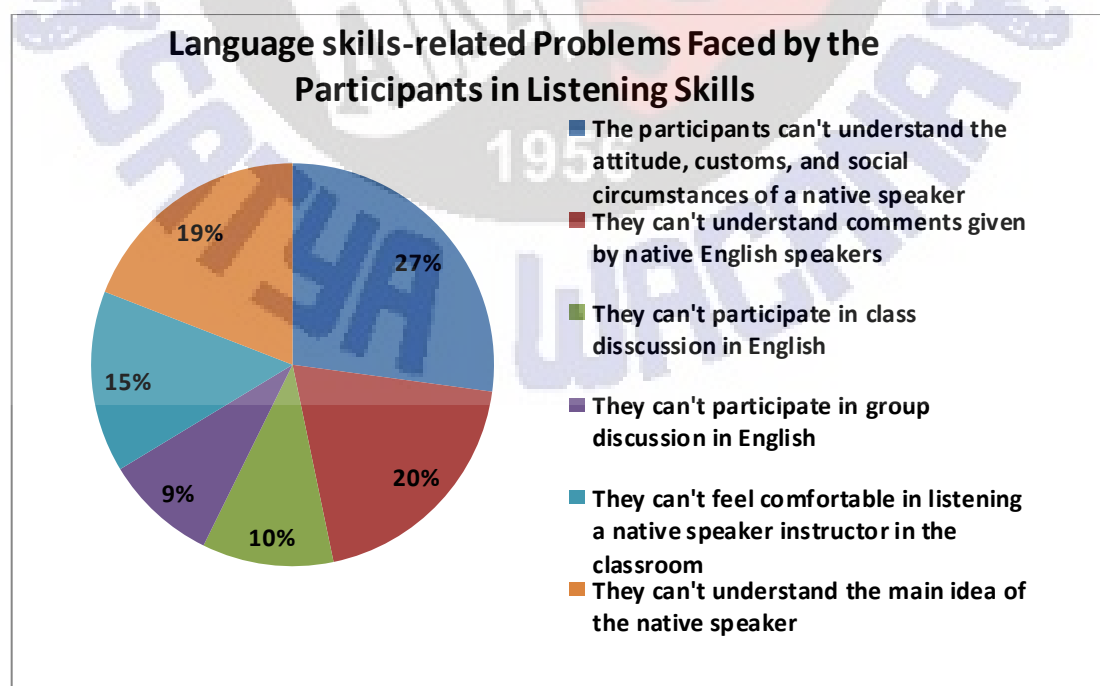


Chart 1. Problems faced by English Language Education Program's students of Universitas Kristen Satya Wacana in listening skills based on Pawapatcharaudom's (2007) questionnaire.

The result of the questionnaire reveals that the participants encountered six problems in the area of listening skill. The problems can be categorized in listening problem related to native speakers and listening problem related participation in class and group discussion.

Listening problems related to native speakers.

There are some significant problems the participants faced when they listen to native speakers. The first problem relates to their difficulty in understanding speaker's attitude, customs and social circumstance. This problem might be caused by the lack of background knowledge in term of unknown vocabularies, unfamiliar topics, fast speech rate, and unfamiliar accents affect difficulties in listening process (Buck, 2001). When it happens during their learning process, it will become a distraction for the participants to understand the attitude, customs, and social circumstances of a native speaker since background knowledge is an important linguistic for the improvement listening comprehension. It is verified what Markham and Latham (1987), Long (1990) and Ciang and Dunkel (1992) state about lacking of background knowledge will influence listening skills ability because of that it's useful for the students to build their background knowledge in order to develop their listening comprehension. This part become the biggest problems among others faced by the students in listening skills.

Understanding comments given by native English speakers is the second problem. This is demonstrate that the participants also find difficulties in listening to native speaker during their learning process. Henrichsen (1984) and Matter (1989) explain that this problem might occur because of the differences on phonological features between these two languages, in this case students' first language and English. It can also occur because of the unfamiliar accent of the English speaker. This part

becomes the second biggest problems faced by the students because it takes 20% during their learning process.

The participants also stated that they feel uncomfortable in listening to a native speaker instructor in the classroom. The uncomfortability might source from the possible fact that they are unable to comprehend natural spoken English delivered at normal speed because they don't comprehend the spoken content of the lessons. Frequently such students lose all confidence as foreign language practitioners (Buck, 2001 and Hayati, 2010).

The last problem listening to native speaker is the participants can't understand the main idea of the native speaker instructor. This problem may arise since the participants don't have enough background knowledge about what is being discussed since successful listeners tend to use their personal, world, and discourse knowledge (Bacon, 1992). Markham and Latham (1987), Long (1990), and Chiang and Dunkel (1992) support this idea by stating that learners' lacking of background knowledge will affect the way students understand the main idea better.

Listening problems related to participants in class group discussion.

The participants faced the problem in participating in class discussion in English occur because of some factors such as students are afraid of being corrected will obstruct them to participate in class discussion. Donald (2010), refers to the role of teachers in learners' involvement, argues that students' fear of being corrected, the amount of wait-time and group work are among the factors influencing willingness to take part in the classroom discourse. Harumi (2010) states that there are several factors that contribute to students' reluctance to speak up and contribute in classroom

activities, such as lack of linguistic background, psychological, and socio cultural issues.

The next problem is that the participants can't participate in group discussions in English may happen because some factors like what Tsui (1996) which identified five barriers in group discussion occur since participants are low of English proficiency, fear of making mistakes and being ridiculed by classmates, insufficient time to think (instructors' intolerance of silence), unequal opportunity to participate in the discussion, and complex language usage by the instructor.

Learning Problems in Speaking Activity

Speaking plays a role as an important element in communication to share information, express ideas and feeling to others. By having a good speaking ability, the students will be easy to transfer their information that they want to share. However, to be good in speaking is not as easy because students usually find some problems during their learning process.

The result of the analyzing the questionnaire informs that the participants face some difficulties in their speaking activity in the area of performing academic presentation in English (16%), lacking of English vocabulary for effective speaking (16%), explaining their ideas clearly in English (19%), expressing themselves easily in English (19%), asking questions in English in the classroom (12%), feeling uncomfortable in talking with a native speaker instructor in the classroom (18%).

The finding is presented in the chart below.

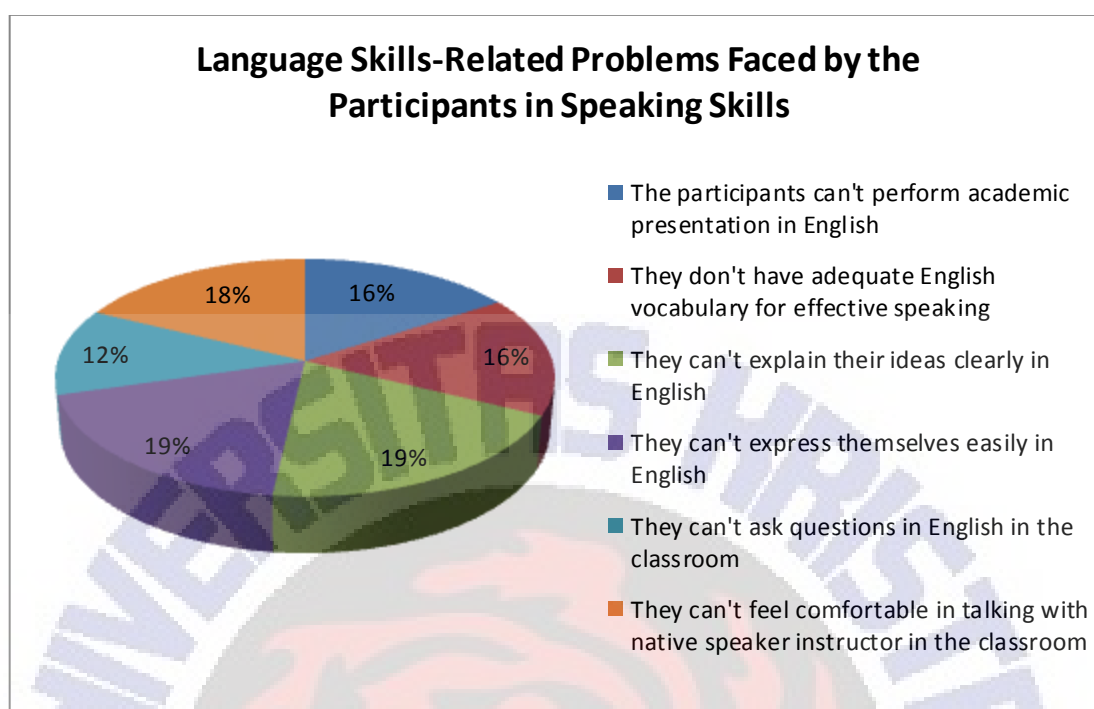


Chart 2. Problems faced by English Language Education Program's students of Universitas Kristen SatyaWacana in speaking skills based on Pawapatcharaudom's (2007) questionnaire.

Four problems will be discussed here as they are the problems reported to be the most frequent problems faced by the participants. Their grammar mastery, pronunciation, and fluency can be the contributing factor to this problem. As Goh (2007) and Larsen-Freeman (2001) asserts that fluency, grammar and pronunciation become obstruction to perform an academic presentation in English if the participants don't master enough those parts. These researchers also state that if the students can transfer the correct grammar in their speaking it will develop their accuracy in performing their speaking ability. This is in line with a study carried out by Evan and Green (2007) about learners' speaking problems experienced by the first year Cantonese speaking students at Hong Kong regarding a central problem in academic speaking including grammar, fluency, and pronunciation.

The second problem faced by the participants is having inadequate English vocabulary might be caused by the fact that they are lack of vocabulary which help them to improve their speaking skills. According to Nation (2001) in order to improve or speak effectively, the participants have to build up their vocabulary so that they will be able to speak effectively during their learning process.

The participants also faced the problem of being unable to explain their idea clearly in English. This might occur because the participants are lack of grammar and vocabulary. Evan and Green, Mukattash (1983) explain that grammar and vocabulary are the keys to be able to speak in English. In addition to these factors pronunciation, spelling, morphology and syntax can become an obstruction in explaining idea clearly in English. This explains why this part becomes the biggest problems of the participants (19%).

The next speaking problem faced by the participants is that they can't express themselves easily in English. This problem might be caused by some factors. The writer assumes that having low self- confidence when speaking might lead the participants to be uneasy in expressing what they want to say. As Brown (2001) explains that don't have self-confidence cause worrying about being "wrong, stupid, or incomprehensible" which in turn will affect students' speaking performance. If the participants are lack of self-confidence it will obstruct them to express themselves in English better. Ur (1996) also seconds this notion by discussing about inhibition. Inhibition is a speaking situation in which the students are afraid of making mistakes and felling shy. The next predicted source of this uneasiness to speak in English is large-size of class and the dominating classmates. Their lack of fluency and pronunciation might also become the distraction when they speak next to their fear of making mistake in front of their classmates and teachers.

Learning Problems in Reading Activity

Reading is one of the skills which important in the learning process in order to achieve English as a foreign or second language. Reading skill is the ability to read printed or unprinted materials, understand what is being discussed in the text and process the meaning.

The result of analyzing the questionnaire reveals that the participants face some problems in their reading activity. Those problems are related to their inability to guess the meaning of a new vocabulary (30%), their difficulty in understanding English idioms (37%), and their inability to explain the main idea and summarize the passage (33%).

The result of the finding is presented in the chart below.

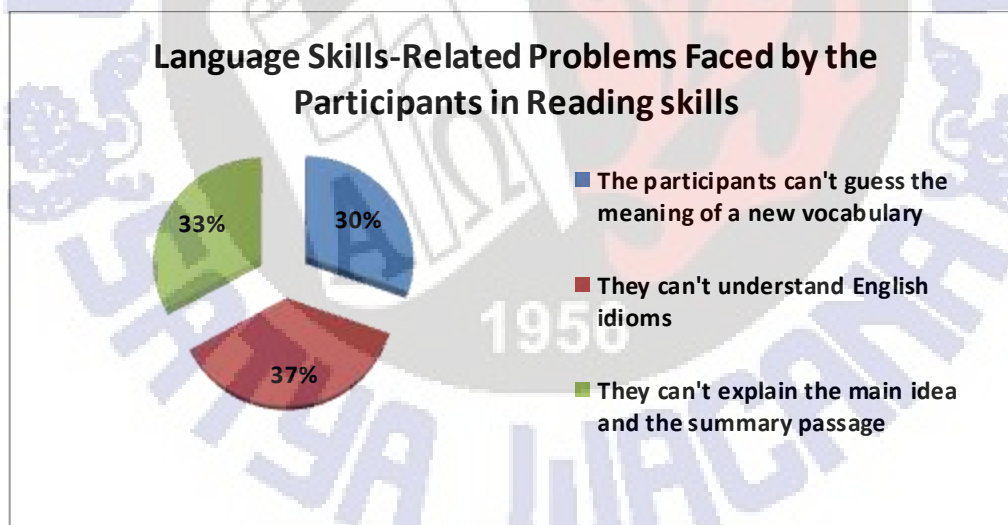


Chart 3. Problems faced by English Language Education Program's students of Universitas Kristen Satya Wacana in reading skills based on Pawapatcharaudom's (2007) questionnaire.

Participants inability to guess the meaning of a new vocabulary indicates that they are lack of vocabulary knowledge which later would affect their understanding to the text. Harmon (2002) notes that limited of vocabulary and ineffective strategies can

cause inability to grasp the meaning from the text. In order to guess the meaning of a new vocabulary participants have to have enough vocabulary knowledge to comprehend the text.

The participants can't understand English idioms reported as well that they encountered problem 37% of the participants in understanding English idiom. Cooper (1999 in Utami, 2014) explicates that idiomatic expression presents a special language problems for all language learners because the figurative meaning is unpredictable. Students usually find the difficulties in recognizing an expression as idiomatic or not, and then understanding its meaning. Utami (2014) asserts that this indicates how idiomatic expressions carry a sense that makes its comprehension difficult.

The next problem in reading skill faced by the participants is that they can't explain the main idea and the summary passage. The factor contributed inadequate to explaining the main idea and the summary passage happen because of lacking of vocabulary building and lack of concentration will hinder the participants to comprehend in explaining the main idea and the summary passage (Baker, 1989).

Learning Problems in Writing Activity

Writing skills is considered plays a significant role in learning English. Writing skill is the media to share and transfer ideas on the paper. To write clearly it is fundamental to understand the basic structure of a language that learners use such as punctuation, having a good knowledge of grammar, vocabulary and structure of the sentence etc. If the students don't major those things it will be difficult for them to reach such a writing skill.

According to the finding of the study, the serious problems reported by the participants in writing skills are problems related to writing and academic paper in English (12%), writing report project, letter and class assessment in English (7%), paraphrasing English passage (12%), writing an essay within limited time (11%), using perfectly grammatical rules in writing any paper (12%), choosing appropriate vocabulary to write their paper (13%), having inadequate English vocabulary for writing essays (17%), and developing a suitable structure for the content (16%).

The result of the finding is presented in the chart below.

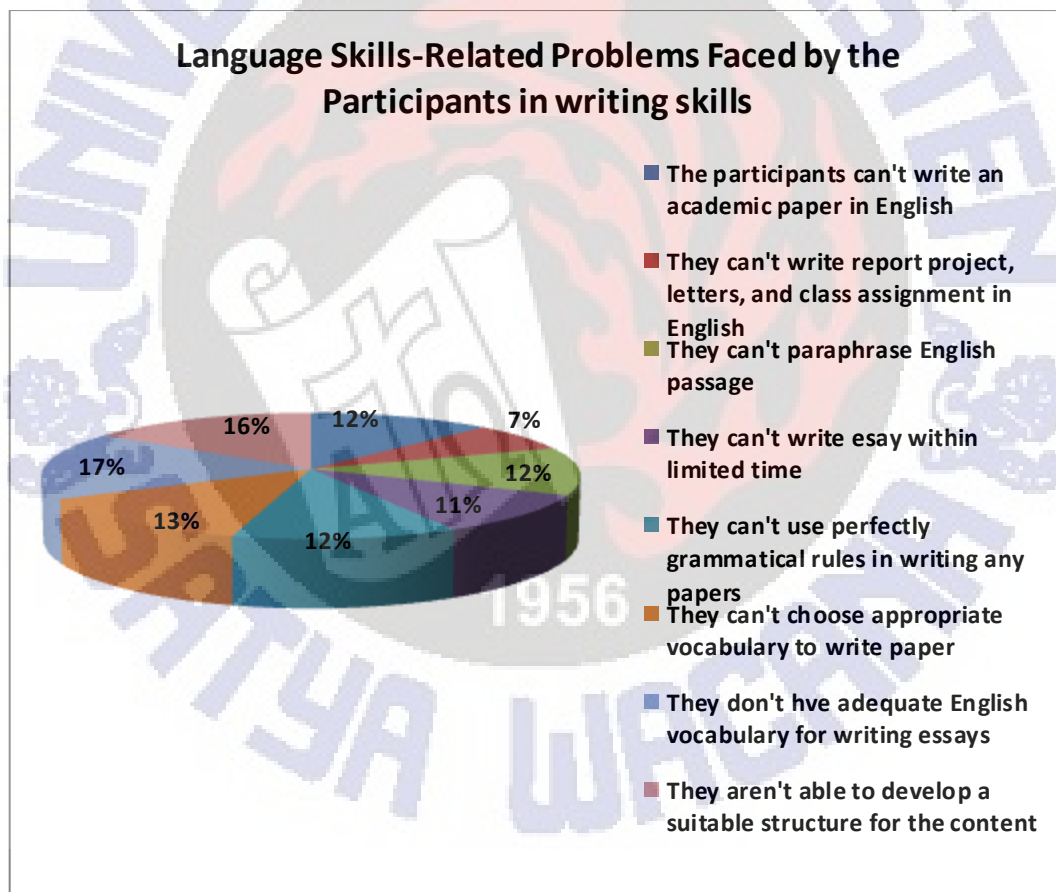


Chart 4. Problems faced by English Language Education Program's students of Universitas Kristen Satya Wacana in writing skills based on Pawapatcharaudom's (2007) questionnaire.

From the data gathered in the eight major problems in writing skills, the researcher takes 5 major problems to be discussed.

Problem in writing an academic paper in English might occur because of the participants are lack of grammar and limited of vocabulary. Musa (2010) states that grammar is the most basic thing in doing writing besides having a good vocabulary, punctuation, and organizational skills etc . It means that besides having a good grammar the students must have wider vocabulary, punctuation, and organizational skills in order to be better in writing academic paper. This is in line with a study by Weirs (1988) about characteristics defects of students writing such as higher frequency of grammatical errors, lack of variety of grammatical structure employed, using of inappropriate vocabulary, limited range of vocabulary, poor spelling and so on.

They can't paraphrase English passages is seen as the next problem happens because they have limited range of vocabulary and inadequate understanding of the English passage can cause problem in paraphrase their English passage. Weirs (1988) found that students can't master in writing because of limited of vocabulary, inadequate understanding of the topic, etc.

They can't write an essay within limited time occurs because the participants using of inappropriate grammatical structures, 'inappropriately,' 'inaccurately,' and unsmoothly,' while the latter type includes 'writing the method sections,' 'writing references,' and 'writing results section.' will hinder them to write the essay within limited time (Evan and Green, 2007). This is supported by the results of Bitchener and Basturkmen (2006) and Dalsky and Tajino (2007), in which students experienced problems and difficulties in organizing ideas and arguments, using appropriate styles of writing, and expressing thoughts clearly in English.

They can't use perfectly grammatical rules in writing any papers occurs because of they are lack of variety in grammatical structures employed. Al-Khairy(2013) about undergraduates' academic writing major problems in doing writing such as poor in grammatical affect the writing development .This presentation is in line with the study from Ferris and Truscott(2013) confirmed that writing difficulty resides in its requirements for comprehensive knowledge of grammar, vocabulary, mechanics, and style of writing.

They can't choose appropriate vocabulary to write their paper arise because of the inappropriate choice of vocabulary, incorrect punctuation, and spelling makes the students facing difficulties in doing writing (Al-Khairy, 2013).

From the presentation above it can be drawn that problems in doing writing such as grammatical errors, the inappropriate choice of vocabulary, irregular verbs, and incorrect punctuation and spelling etc might become factors that affect the students writing process.

Learning Strategies

Learning strategies are used by the students to answer problems that they meet and help them to understand the information in the learning process. The findings in the area of learning strategies have demonstrated that the use of learning strategies can guide to better proficiency or successful in mastering the target language. That's what make learning strategies is important.

In dealing with English as the medium instruction in the classroom the students used all six types of learning strategies from Oxford (1990): memory, cognitive, compensation, metacognitive, affective, and social strategies.

Memory strategies

Memory strategies usually used by the learners to associate with what has already been learned by the students in here the students will try to link the information that they have before with the new information that they just got. This strategy can also be used to reinforce a concept in a way that provides a tool to help the students retrieve the known information.

The finding of which strategies used by the participants when they deal with new English word is presented in the chart below.

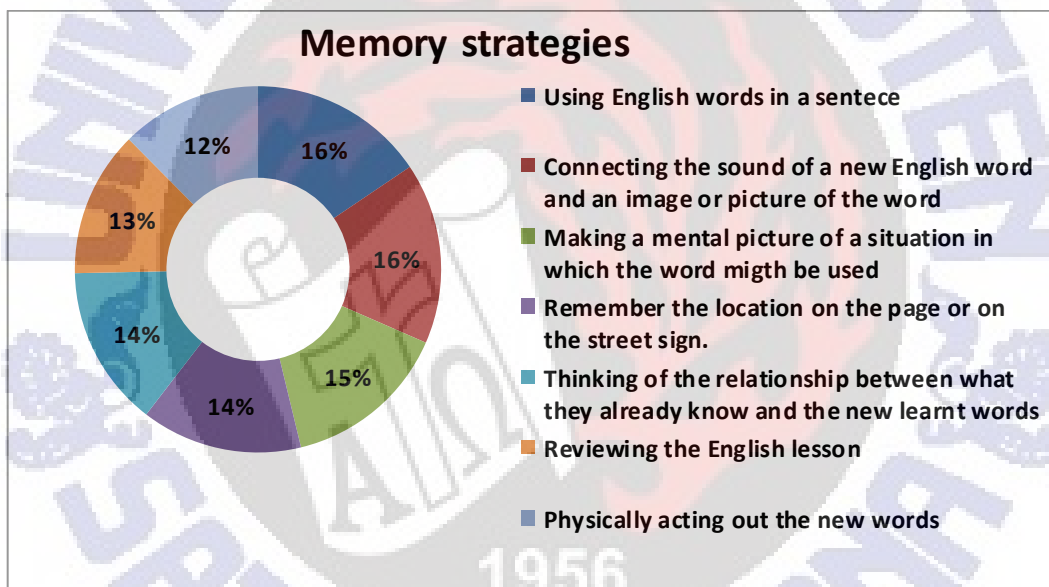


Chart 5. Memory strategies used by English Language Education Program's students of Universitas Kristen Satya Wacana based on Oxford's (1989) questionnaire.

The chart 5 informs that in order to help them remembering new English words, the participants use some strategies such as using the new English words in a sentence(16%), connecting the sound of a new English word and imaging or picturing these words (16%), making mental picture of the situation in which these words might be used (15%), remembering the location on the page or on the street sign (14%), thinking of the relationship between what they already know and the newly learnt

words(14%), reviewing the English lesson (13%), and physically acting out the new words (12%).

It can also be included that connecting the sound of the new English words and imaging or picturing those words is most frequent used strategy. Acting out the new words is the least used strategy applied by the participants.

Cognitive strategies

Cognitive strategies can help students to process and use the language for doing the task. The finding confirms that the participants indeed used certain strategies in processing and using the language in order to accomplish tasks. These strategies are divided into two parts based on the purpose namely the strategies used to process and use the language for language learning and the strategies used to process and use the language for accomplishing a task involving the language.

The finding related the first part is presented in the chart below

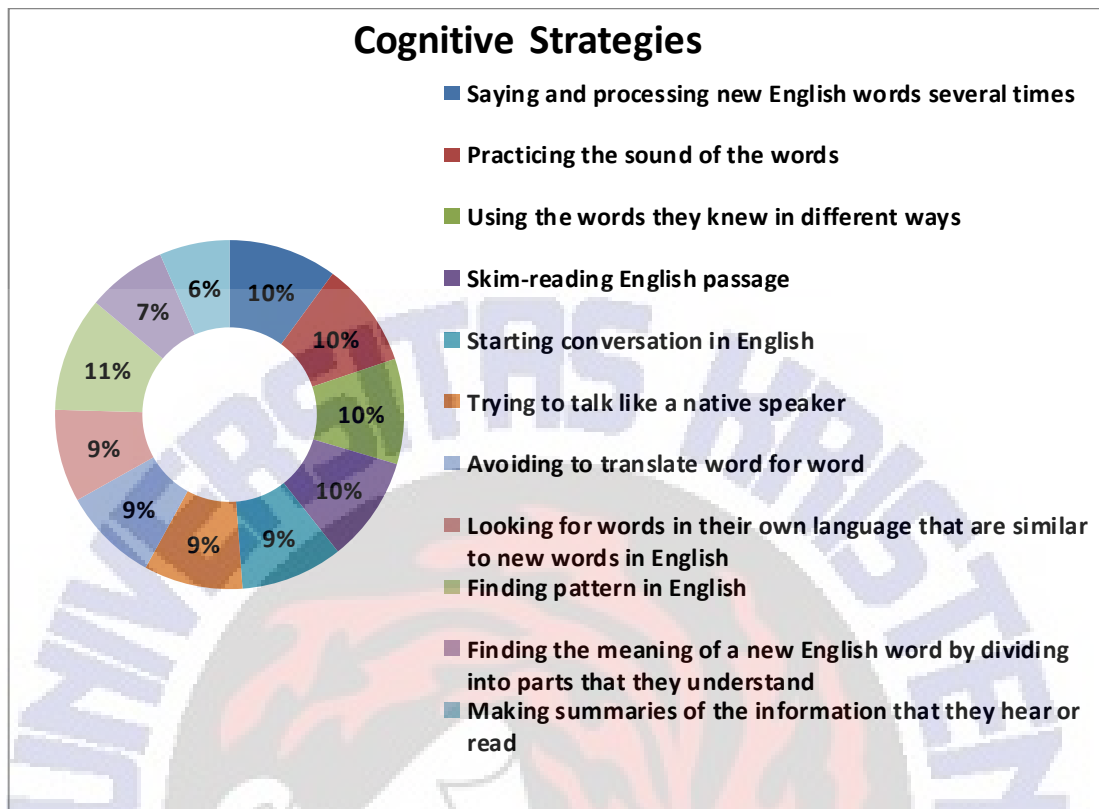


Chart 6. Cognitive strategies used by English Language Education Program's students of Universitas Kristen Satya Wacana based on Oxford's (1989) questionnaire.

The chart suggests that in order to process and use the language for their learning, the participants applied various strategies. These strategies are saying and processing new words several times (10%), practicing the sounds of the new words (10%), using the words that they knew in different ways (10%), skim-reading English passage (10%), starting conversation in English (9%) and trying to talk like a native speaker (9%). They also avoid to translate word for word (9%), look for words in their own language that are similar to new words in English (9%), finding pattern in English (11%), finding the meaning of an English word by dividing it into parts that they understand (7%), and making summaries from the information that they hear or read in

English (6%). These strategies might help the students to solve the problems and increase the efficiency with which the students approach a learning task.

In second part of strategy below is presented what cognitive strategies that the participants use.

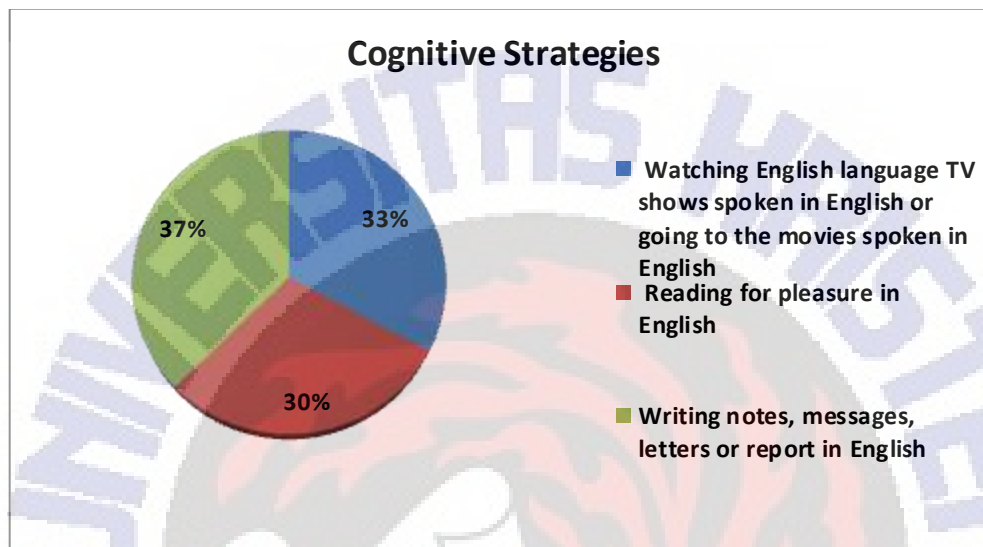


Chart 7. Cognitive strategies used by English Language Education Program's students of Universitas Kristen Satya Wacana based on Oxford's (1989) questionnaire.

The participants used three cognitive strategies under the second part. 37% of the participants reported that they wrote notes, messages, and letters in English when they process and use the language for accomplishing certain task involving the language. Watching movies in English was chosen by 33% of the participants as their strategy. The rest of the 30% reported reading for pleasure in English as their strategy.

Compensation strategies

In learning English the students also using compensation strategies. Compensation strategies are designed to create the things that the students don't know for example when the students miss some knowledge while listening, speaking, reading,

and writing in English. The finding also suggests that the participants also used compensation strategies to help them to learn English better.

The result of the finding is presented in the chart below.

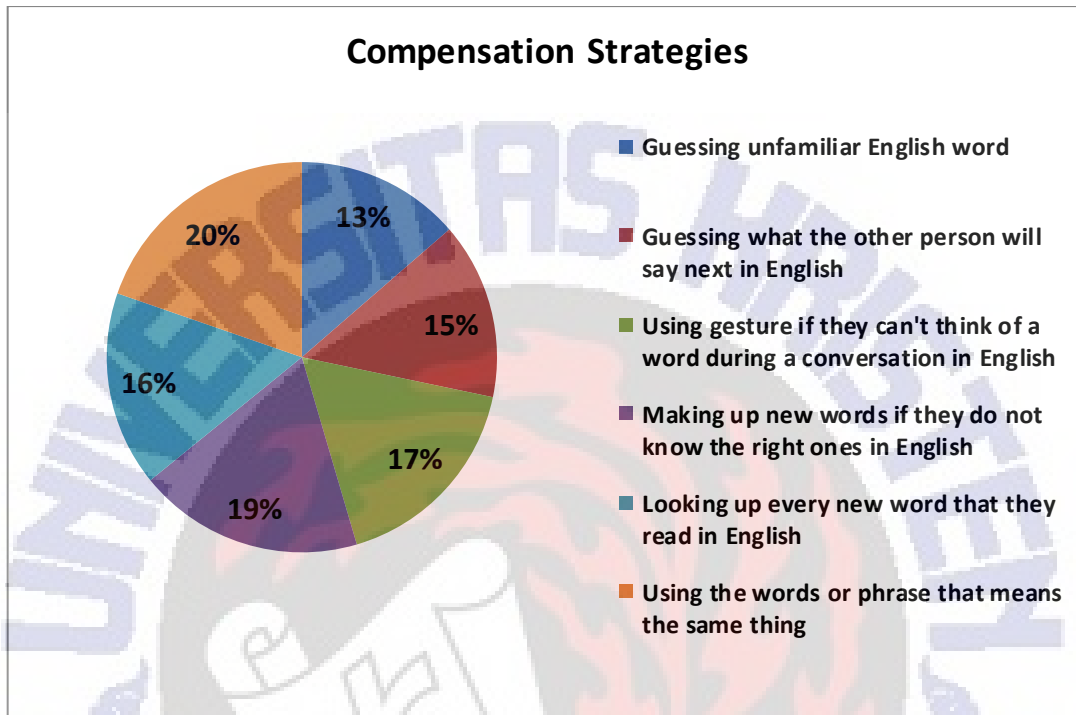


Chart 8. Compensation strategies used by English Language Education Program's students of Universitas Kristen Satya Wacana based on Oxford's (1989) questionnaire.

The chart informs that the participants used six different strategies when they have to compensate for the language information that they either don't know or they miss. Those strategies are guessing unfamiliar English word (13%), guessing what the other person will say next in English (15%), using gesture if they can't think of a word during a conversation in English (17%), making up new words if they don't know the right ones in English (19%), looking up every new word that they read in English (16%), and using the words or phrase that means the same thing (20%). 20% of the participants who reported using strategy 6 makes this strategy as the most used strategy. It is also found that the participants used the other strategies frequently as well in their

compensation activity. To compensate the missing language information on word level, they also make up new words, look for every new words that they don't know its meaning, and guessing the meaning of the unfamiliar word. When they are part of the conversation with other people, they also applied certain compensation strategies to help them stay at the conversation. They chose to use gesture for the missing words and guess what their interlocutor will say next in English.

Metacognitive strategies

Metacognitive strategies are various strategies used by the students to help them learning English. Metacognitive strategies requires overviewing and linking with material already known, paying attention, organizing, setting goals and objectives, planning for a language task, looking for practice opportunities, self-monitoring and self-evaluating. Using metacognitive strategies will help the learners to create an optimal learning environment, for example checking their progress in their learning, processing what need to be changed or increased and helping them to get their goals in the learning process because they have planned their study best. Successful students do differently through using metacognitive strategies by planning and organizing their study, monitoring their own work, having self-reflection, and directing their own learning.

The participants of this study also reported that they employed certain strategies of metacognitive.

The result of the finding is displayed in the chart below.

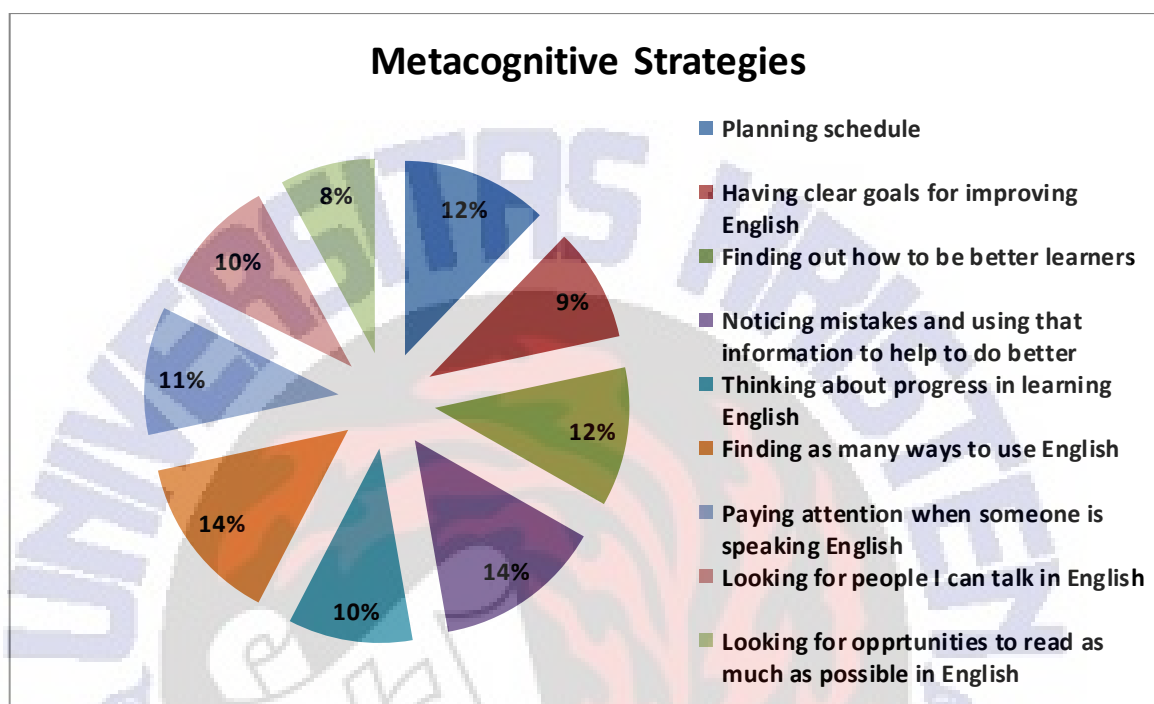


Chart 9. Metacognitive strategies used by English Language Education Program's students of Universitas Kristen Satya Wacana based on Oxford's (1989) questionnaire.

It is clear that the participants used particular strategies to help them managing their learning process. Those strategies are planning and organizing their study, monitoring their own work, and direct their own learning. Planning and organizing study is the most used strategy reported by the participants. This strategy was realized by the participants (12%) through planning their schedule of learning to make sure that they have enough time to study. Other participants (9%) planning and organizing their learning by setting the clear goal for improving their English skill. The participants also apply the strategy of monitoring their own work, as part of their effort to managing their learning.

As part of managing their learning, the participants also having self-reflection. 14% of the participants reported that they noticed their English mistakes and use that information to help them be better as part of self-reflection. They also try to find out how to be a better learner (12%). Another 10% of them self-reflected through thinking about their process in learning.

Direct their own learning is also reported by the participants as their strategy used in managing their learning. There are some ways that they work on in applying this strategy. 14% of them tried to find as many ways as they can to use their English as their way. The rest of the participants reported working with these ways as opportunities to expose themselves to English such as paying attention when someone is speaking (11%), looking for people they will talk to in English (10%), looking for opportunities to read as much as possible in English (8%).

Affective strategies

Besides the four strategies above, affective strategies also play an important role in learning English because these strategies can help the students by motivating themselves and managing their emotion during learning English. Using these strategies would also help the students to increase their self-esteem and decrease their anxiety.

The analysis of the questionnaire reveals that the participants used some affective strategies.

The result of the finding is reported in the chart below

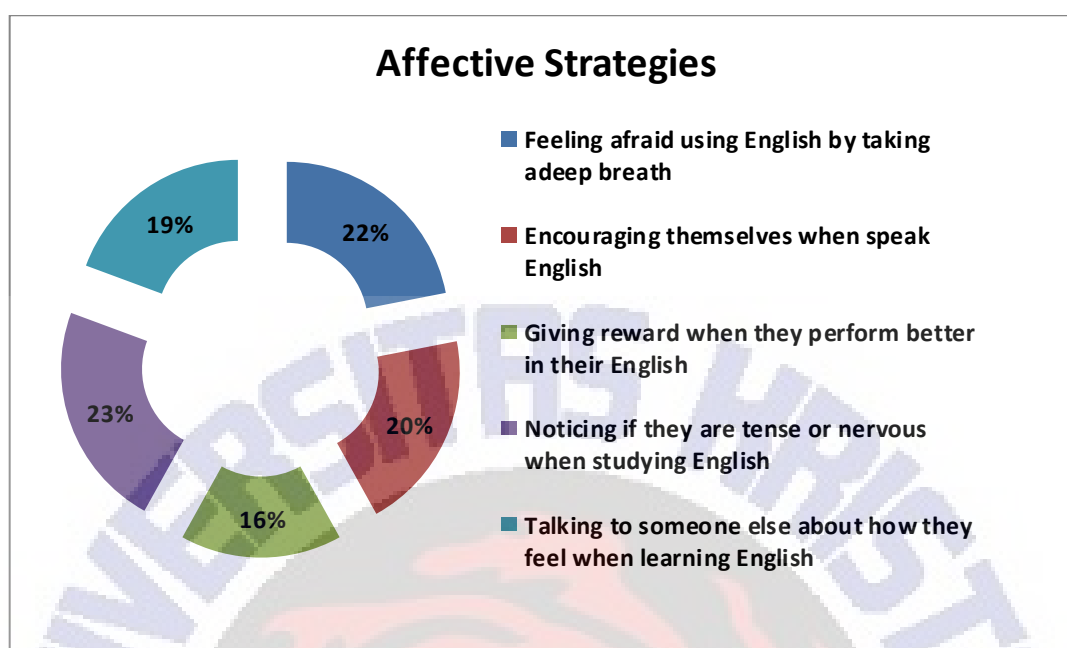


Chart 10. Affective strategies used by English Language Education Program's students of Universitas Kristen Satya Wacana based on Oxford's (1989) questionnaire.

The chart informs us that the participants used some strategies to help them overcoming their problems in learning English. 22 % of the participants addressed their feeling afraid of using English by taking a deep breath or trying to stay relaxed to facilitate their learning better. In relation to dealing with being afraid of making mistake, 20% encourage themselves when they have to speak in English. 16% overcome their problem by giving themselves a reward or treat when they perform well in their English. The rest of the participants chose to notice if they are tense or nervous when studying or using English (23%) and talking to someone else about how they feel when learning English (19%).

Social strategies

The last group of the strategy that is used by the students in facilitating their learning is social strategies. The finding reveals that the participants used various strategies when they work with others in their English learning.

The chart below presents the findings.

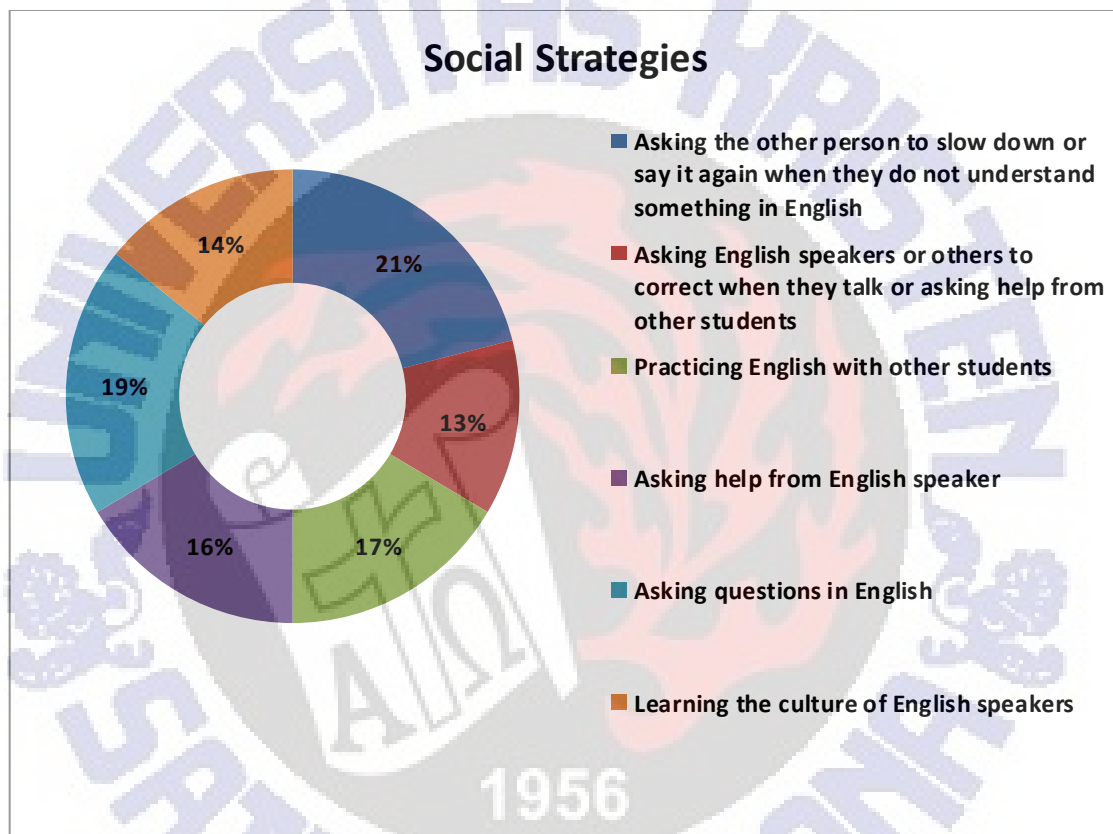


Chart11. Social strategies used by English Language Education Program's students of Universitas Kristen Satya Wacana based on Oxford's (1989) questionnaire.

Chart 11 informs that the majority of the participants (21%) asked person to slow down or say the words/phrases/ sentences again when they don't understand them. 19% reported that they asked question in English as their effort to work with other partners when they learn English. 16 % used the strategy of asking help from another English speaker and practicing English with other students (17%).The participants also asked their partner to correct when are making mistake in order to be better in English

(13%). The last strategy used by 16% of the participants in learning the culture of English speakers. They believe that learning the culture of English speakers would help them to explore and gain more awareness of the culture and social norm of English speaker.

CONCLUSION

This study tried to examine the four language skills related problems faced by English Language Education Program's (ELEP) students of Universitas Kristen Satya Wacana (UKSW) and the learning strategies that they use in learning English. The result showed, from the first questionnaire indicates that ELEP's students mostly have their language learning problems in the four skills, namely listening skills, speaking skills, reading skills and writing skills.

In the listening skills the problems shown by the students in the area of listening problems related to native speakers and listening problems related participation in class and group discussion. In speaking skills the problems can be categorized in the area of grammar, inadequate of vocabulary, fluency and pronunciation makes the students find difficulty to comprehend speaking skills. Related to listening and speaking skills, students also reveal their difficulties in reading skills such as limited of vocabulary, lack of comprehend English idiom, inadequate to explaining main idea etc. While in writing skills the problems occur because of some factors such as the students can't comprehend grammatical structure, limited range of vocabulary, poor spelling, organizing ideas and arguments, using appropriate styles of writing, and expressing thoughts clearly in English etc.

The study results from the second questionnaire point out that the students used various kinds of the learning strategies to comprehend the English skills. The language learning strategies that they used based on Oxford's framework. These frameworks are

memory strategies refers to connect the background knowledge to the new vocabularies for example reviewing new words etc. Cognitive strategies is the strategy that can help the participants to learn better this include organizing new language, repetition, guessing meaning from the context etc. Compensation strategy is used by the participants when facing problem by guessing and using synonyms etc. Metacognitive strategies is used for allowing the participants to control their own learning through planning, evaluating and so on. Affective strategies is used for helping participants to gain control over their motivation or values for example discussing how they feel in learning English with their friends etc. While social strategies is used to help the participants to interact with other people such as asking clarification etc. Through Oxford's framework students are stimulating to create their learning environment easily.

As noted above that this research used two kinds of questionnaires, for the information these two questionnaires have their own goals. Therefore, the researcher maps these two questionnaires differently. Even though this research presents some results, however it is limited in some part. The limitation of this study only focuses on exploring the four skills problem and the learning strategies used by the participants.

More research related to the problem and the learning strategies used by the participants should be conducted in the future in order to get more understanding about the problems and the learning strategies area. Maybe future research could investigate the relationship between the problems and the learning strategies that the participants use to overcome the problems in more deeply. Besides using questionnaire the future research might add to use interview as the instrument of data collection in order to get the data deeper. In addition, for future studies it maybe useful if the study is develop outside the English Language Education Program or outside the Faculty of Language

and Arts, in a big city or underdeveloped regions since different participants may have different results. To end the recommendation, it would be better if the future research can investigate about how important vocabulary in learning English and how the learning strategies can help the participants to build up the vocabulary. Since the data shows from the four skills (listening, speaking, reading, and writing) the participants mostly faced vocabulary as their obstruction in learning English. These recommendations will be valuable to improve educational system related to foreign language learning in Indonesia.

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Appendix

Questionnaire sheet.

Dear students, I am a student of the English Language Education Program who are doing research for my thesis. This research is conducted to explore what are the four language skills related problems faced by English Language Education Program's students in learning English and to find out what is the learning strategies that they use in learning English. Please kindly, fill the questionnaire below. Since there is no right and wrong answer, I need your help to fill this questionnaire honestly. Your response to the questionnaire will not affect your grade and will be kept confidential. Thank you.

Please put a thick (✓) for a number to indicate your most appropriate description you by using the scale below.

LISTENING SKILLS

No	Statement	Response				
		always	usually	occasionally	rarely	never
1	I understand the tone of voice of a native speaker.	5	4	3	2	1
2	I can understand a native speaker speaking at normal speed.	5	4	3	2	1
3	I can understand an attitude, customs, and social circumstances of a native speaker.	5	4	3	2	1
4	I can understand classroom lectures in English.	5	4	3	2	1
5	I can understand comments given by native English speakers.	5	4	3	2	1
6	I participate in class discussions in English.	5	4	3	2	1
7	I participate in group discussions in English.	5	4	3	2	1
8	I feel comfortable in listening a native speaker instructor in the classroom.	5	4	3	2	1
9	I can understand the main idea of the native speaker instructor.	5	4	3	2	1
10	I never have a listening problem.	5	4	3	2	1

SPEAKING SKILLS

No	Statement	Response				
		always	usually	occasionally	rarely	Never
1	I can have an informal conversation in English.	5	4	3	2	1
2	I can have a formal conversation in English.	5	4	3	2	1
3	I can perform academic presentation in English in the classroom.	5	4	3	2	1
4	I have an adequate English vocabulary for effective speaking.	5	4	3	2	1
5	I can explain my idea clearly in English.	5	4	3	2	1
6	I find it easy to express myself in English.	5	4	3	2	1
7	I can ask questions in English in the classroom.	5	4	3	2	1
8	I feel comfortable in talking with a native speaker instructor in the classroom.	5	4	3	2	1
9	I never have a speaking problem.	5	4	3	2	1

READING SKILLS

No	Statement	Response				
		always	usually	occasionally	rarely	Never
1	I can read an academic textbooks in English.	5	4	3	2	1
2	I can read a magazine in English.	5	4	3	2	1
3	I can guess the meaning of new vocabulary.	5	4	3	2	1
4	I can understand English idioms.	5	4	3	2	1
5	I can explain the main idea and the summary passage.	5	4	3	2	1
6	I never have a reading problem.	5	4	3	2	1

WRITING SKILLS

No	Statement	Response				
		always	usually	occasionally	rarely	Never
1	I can write an academic paper in English.	5	4	3	2	1

2	I can write reports, projects, letters, and class assignments in English.	5	4	3	2	1
3	I can paraphrase English passages.	5	4	3	2	1
4	I can write an essay within limited time.	5	4	3	2	1
5	I can use perfectly grammatical rules in writing any papers.	5	4	3	2	1
6	I can choose appropriate vocabulary to write my paper.	5	4	3	2	1
7	I have an adequate English vocabulary for writing essays.	5	4	3	2	1
8	I am able to develop a suitable structure for the content.	5	4	3	2	1
9	I never have a writing problem.	5	4	3	2	1

I. Demographic information

Name/Nim :

Age :

Gender : Male / Female (circle accordingly)

II. Consent form

If I need more information on your questionnaire, can I contact you for an interview?

Yes / No (circle one)

If you say Yes, please complete the following information:

Phone number :

Email :

Thank you ☺

STRATEGY INVENTORY FOR LANGUAGE LEARNING

Develop by Rebecca Oxford (1989)

NAME : _____

NIM : _____

Dear students,

What strategies do you use to learn English? Do you write down each new word you see? Do you try to practice your English with a native speaker everyday? Do you listen to the radio to improve your listening skills?

These are all the examples of language learning strategies. I am interested in finding out more about your learning strategies? If you would complete the following questionnaire, it will provide data for research and it will help me to learn more about you and your needs as a language student. In this way I hope to be able to provide your needs more completely.

Strategy Inventory for Language Learning (SILL)

(version 7.0,(c) R. oxford (1989))

DIRECTIONS

Please read the sentences and answer in terms of how well the statement describes you. Do not answer how you think you should be, or what other people do. There are no right or wrong answers. Please write your answers on the line beside the number of the statement.

1. Never or always never true of me. (means the statement is very rarely true of you)
2. Usually never true of me. (means the statement is true less than half the time)
3. Somewhat true of me. (means the statement is true about half the time)
4. Usually true of me. (means the statement is true more than half the time)
5. Always or almost always true of me. (means the statement is true of you almost always)

STRATEGY INVENTORY FOR LANGUAGE LEARNING
Develop by Rebecca Oxford (1989)

PART A(memory)

- _____ 1. I think of relationships between what I already know and new things I learn in English
- _____ 2. I use new words in a sentence so that I can remember them
- _____ 3. I connect the sound of a new English word and an image or picture of the word to help me remember the words
- _____ 4. I remember a new English word by making a mental picture of a situation in which the words might be used
- _____ 5. I used rhymes to remember new English words
- _____ 6. I used flashcards to remember new English words
- _____ 7. I physically act out new English words
- _____ 8. I review English lesson often
- _____ 9. I remember new English words or phrases by remembering their location on the page, on the board, or on the street sign

PART B (cognitive)

- _____ 10. I say or write new English words several times
- _____ 11. I try to talk like native English speakers
- _____ 12. I practice the sounds of English
- _____ 13. I use the English words I know in different ways
- _____ 14. I start conversations in English
- _____ 15. I watch English language TV shows spoken in English or go to the movies spoken in English
- _____ 16. I read for pleasure in English
- _____ 17. I write notes, messages, letters, or reports in English
- _____ 18. I first skim-read an English passage (read over passage quickly), then go back and read carefully.

- _____19. I look for words in my own language that are similar to new words in English
- _____20. I try to find patterns in English
- _____21. I find the meaning of an English word by dividing it into parts that I understand
- _____22. I try not to translate word for word
- _____23. I make summaries of information that I hear or read in English

PART C (compensation)

- _____24. To understand unfamiliar English words I make guesses
- _____25. When I can't think a word during a conversation in English, I use gestures
- _____26. I make up new words if I don't know the right ones in English
- _____27. I read English without looking up every new word
- _____28. I try to guess what the other person will say next in English
- _____29. If I can't think of an English word, I use a word or phrase that means the same thing

PART D (metacognitive)

- _____30. I try to find as many ways as I can to use my English
- _____31. I notice my English mistakes and use that information to help me do better
- _____32. I pay attention when someone is speaking English
- _____33. I try to find out how to be a better learner of English
- _____34. I plan my schedule so that I will have enough time to study English
- _____35. I look for people I can talk to in English
- _____36. I look for opportunities to read as much as possible in English
- _____37. I have clear goals for improving my English skills
- _____38. I think about my progress in learning English

PART E**(affective)**

- _____39. I try to relax whenever I feel afraid of using English
- _____40. I encourage myself to speak English even when I am afraid of making a mistake
- _____41. I give myself a reward or treat when I do well in English
- _____42. I notice if am tense or nervous when I am studying or using English
- _____43. I write down my feelings in a language learning diary
- _____44. I talk to someone else about how I feel when I am learning English

PART F**(social)**

- _____45. If I don't understand something in English, I ask the other person to slow down or say it again
- _____46. I ask English speakers to correct me when I talk
- _____47. I practice English with other students
- _____48. I ask for help from English speakers
- _____49. I ask questions in English
- _____50. I try to learn about the culture of English speakers

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Thank you ☺